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The **Extension FAMILY LIFE Work Conference**



MAY 10-15, 1948

U. S. Department of Agriculture • Washington, D. C.

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FOREWORD

The Extension program in parent and family life education has been rapidly growing in many States. During the past year there have been full-time specialists in 21 States and part-time programs in 8 others. It has been a valued privilege to bring these extension workers together.

This Extension Conference was arranged as a follow-up meeting of the National Conference on Family Life that was called by the President for May 5 to 8, and sponsored by 125 national lay and professional organizations. The two conferences formed a combination important to the Extension Service. At the National Conference the family life specialists had the opportunity to hear and work with the national leaders in the field. They participated in discussion groups considering the problems of families in the varying stages of family development--the beginning family, the expanding family, the contracting family, and the discussion of the reports prepared by the committees on community participation, counseling and guidance, economic welfare, education, health and medical care, home management, housing, legal problems, recreation, and social welfare.

The purposes of the National Conference on Family Life are significant to the Extension Service. "The general purpose of the conference is to discover specific means by which the American family may be strengthened for the benefit of its individual members and society.

"It will examine the modern postwar family, attempt to analyze the problems confronting it as a unit, and will seek to present solutions to these problems.

"It will develop programs of action aimed at achieving greater security for the family and its members, including mental and emotional as well as physical and economic security.

"More specifically, the conference is concerned with such matters as:

1. The importance of successful family living in the practice of democracy.
2. The environment and daily activities (housing, nutrition, child care, and the like) and the stability of families.
3. Defining desirable objectives toward which the family may move in attempting to improve its individual and group living.

4. Surveying and planning kinds of community resources that strengthen families, and suggesting ways of coordinating and making use of them.
5. The use of the resources of education for the development of satisfactory family life for persons of all ages.
6. The training of professional workers in the field of marriage and family life education, research, counseling, and related services."

These formed the basis for the Extension Family Life Work Conference reported in these pages.

M. L. Wilson

Director of Extension Work

The Extension Family Life Work Conference brought together 16 family life specialists and 7 other extension workers who are assuming some program leadership in their States. In the process of planning, after the approval of the Extension Organization and Policy Committee of the Land Grant College Association, the following steps were taken: 1) The specialists were polled for requests and suggestions. 2) An advisory committee, composed of 10 Federal Extension staff members, 2 from the Bureau of Human Nutrition and Home Economics, and 2 State specialists, Mrs. May Larson, Massachusetts, and Dr. Margaret Wylie, New York, met to study the replies from the specialists and determine the basic pattern and areas for the conference. 3) The results of this meeting were sent to the specialists for comments and further suggestions, and 4) these were incorporated as the program developed. 5) The specialists were asked to indicate preferences in work group assignments. 6) The responsibilities for the program activities were divided among the specialists to give each a wide variety of experiences, and they were asked to indicate acceptances or other preferences.

Some of the specialists had an opportunity to become acquainted during the National Conference and to develop a friendly spirit of give and take. A picnic supper brought the whole group together on the intervening Sunday evening, and preparing the meal together made them more ready for the easy discussions throughout the conference.

I. The purposes. The program of the National Conference provided the basis. The Extension Conference was planned as a working conference too:

1. Study the reports presented at the National Conference and the proposals for follow-up.
2. Integrate the results of the studies into the State extension program.
3. Plan for Extension Service participation in carrying out the proposals for following conferences.
4. Consider and experience new methods for subject matter presentation.
5. Exchange ideas and experiences in State programs.
6. Consider methods of evaluation.

Extension Service
U. S. Dept. of Agri.
Washington 25, D. C.

Program for
EXTENSION CONFERENCE ON FAMILY LIFE
May 10 - 15, 1948

United States Department of Agriculture

Morning Session

Room 5042 - South Building

Monday, May 10

- 9:30 - 12:30 Chairman: N. May Larson
Reporters: Lucile Stennis and Florence Imlay
- 9:30 - 10:00 Our Conference Program Lydia Ann Lynde
- 10:00 - 11:30 High Lights of the National Conference
Discussion Leader Marguerite F. Little
- Recess
- 11:40 - 12:30 Our Work Sessions Cannon C. Hearne

Afternoon Session

Room 5042 - South Building

- 2:00 - 5:15 Chairman: Martha McAlpine
Reporters: Edyth Barry and Marjorie Downs
- 2:00 - 3:00 Family Life Education, A Significant Part
of the Extension Program. Walter H. Conway
- 3:00 - 4:20 How Can We, As Specialists, Help the
Extension Service Meet Its Educational
Responsibility?
Discussion. J. L. Boatman
- Recess
- 4:30 - 5:15 The Use of Moving Pictures in Discussion
Groups. Mrs. DeForrest Anthony
- Report on Three Moving Picture Sessions. . . Alma Jones
Delores Morales Diaz
- 5:20 - 6:00 Work Group Service Teams (Chairman, con-
sultants, recorders, and observers) to
meet with Miss Gallup, Mr. Hearne, and
Miss Dreis.

Tuesday, May 11

Morning Session
Room 5042 - South Building

9:30 - 12:30 Chairman: Elta Majors
Reporters: Fay Moeller and Helen Ricks

9:00 - 10:40 The Significance of the Family's Cultural
Background. A discussion.

Discussion Leader. Douglas Ensminger
Consultant. Carl Tayler

Recess

10:50 - 11:30 Charts That Tell a Story. G. Lenore Power

11:30 - 12:30 Illustration: Briefing the Group Service
Team. Thelma Dreis

Afternoon Session
Rooms as Listed Below

2:00 - 4:30 Group Work Sessions

I. Analysis of the National Conference Findings for Extension Use
- Room 1008

Chairman: Amy Wold
Consultant: Mary Rokahr
Consultant: Eunice Heywood
Recorder: N. May Larsen
Observer: Elta Majors

II. Methods of Group Work - Room 1009

Chairman: Marguerite F. Little
Consultant: Fred Frutchev
Consultant: Florence Hall
Recorder: Mildred Dorr
Observer: Alma Jones

III. Evaluation and Measuring Results - Room 1114

Chairman: Margaret Wylie
Consultant: Gladys Gallup
Consultant: Laurel Sabrosky
Consultant: Edward O. Moe
Recorder: Fay Moeller
Observer: Martha McAlpine

IV. Visual Aids - Room 1007
Chairman: Leta T. Moore
Consultant: George Pace
Consultant: Elmer Phillips
Recorder: Edyth Barry
Observer: Eloise T. Johnson

V. 4-H Club and Older Youth Programs - Room 1004
Chairman: Virginia S. Swain
Consultant: Edward Aiton
Recorder: Lucile Pepoon
Observer: Edward Pope

4:40 - 5:25 Chairman: Lennah K. Backus - Room 5042
Movies and Discussion. Mrs. DeForrest Antho
5:30 - 5:55 Meeting of Group Service Teams
6:45 Conference Dinner. Florence Hall, in Charge.
(The Anchorage, Queen Street, Alexandria, Va.)

Wednesday, May 12

Morning Session
Room 5042 - South Building

9:15 - 11:45 Chairman: Lucile Pepoon
Reporters: M. Gertrude Holloway and Edward Pope
9:15 - 10:15 Recent trends in Guidance and Counseling. . Margaret Wylie

Recess

10:20 - 11:45 Extension Workers as Counselors. Lydia Ann Lynde
12:00 - 1:30 Extension Luncheon: Mary Rokahr, Chairman
Room 6962
The Organization and Program of the
Children's Bureau. Katharine F. Lenroot

2:00 - 5:30 Afternoon Session

2:00 - 3:15 Group Work Sessions (Rooms as listed on pages 2 and 3)

Recess

3:30 - 5:30 Jefferson Auditorium, South Building

Chairman: M. L. Wilson
Reporters: Lucile Pepoon and Marguerite F. Little
Moderator: Dr. Ernest Osborne

Family Life--A Concern of the Department of Agriculture

Panel: Mrs. Alma H. Jones, Extension Specialist in Child Development and Family Relationships, Iowa.

Mrs. Virginia S. Swain, Extension Specialist in Family Relations, North Carolina.

Mrs. Eloise T. Johnson, Extension Specialist in Family Life Education, Texas.

Mr. Edward Pope, County Agent at Large, Department of Child Development and Family Relationships, New York.

Dr. Carl Taylor, Bureau of Agricultural Economics, U. S. Department of Agriculture, Washington 25, D. C.

Mrs. Lydia Ann Lynde, Extension Service, U. S. Department of Agriculture, Washington 25, D.C.

Thursday, May 13

Morning Session

Room 5042 - South Building

9:00 - 11:45 Chairman: Margaret Wylie
Reporters: Juanita Neely and May Larson

Conflicts--Individual, Family, and Community.
Tolerance, Cooperation, and Compromise in the
Family and the Community.

Discussion Leaders. Luther E. Woodward
Lennah K. Backus

Consultant. Ernest Osborne

Afternoon Session

Field Trip to Beltsville and Greenbelt

Alice Linn, In Charge

Reporters: Ann Beggs and Elizabeth Moreland

12:15 Leave for Beltsville by bus, Independence Avenue, at 3d wing.

1:00 Luncheon at the Log Cabin.

1:45 - 3:20 Tour through Bureau of Human Nutrition and Home Economics
Laboratories.

3:20 Leave by bus for Greenbelt

3:40 - 4:40 Greenbelt Housing and Community Organization

Evening Session

7:30 - 9:30 Group Work Sessions (Rooms as listed on pages 2 and 3)

Friday, May 14

Morning Session
Room 5042 - South Building

9:15 - 12:30 Chairman: Amy Wold
Reporters: Martha McAlpine and Anna Boggs

Exploration of Newer Methods

9:15 - 9:45 Recordings. Edyth Barry
Discussion

9:45 - 10:20 Group Dramatization. Lydia Ann Lynde
Radio

Recess

10:30 - 12:30 How to Get Group Action and Interaction.
Panel Discussion. Cannon C. Hearne, Leader
T. H. Butterworth
Thelma Dreis
Helen Wright
Gladys Gallup
Douglas Ensminger

2:00 - 5:30 Afternoon Session

2:00 - 4:40 Group Work Session (Rooms as listed on pages 2 and 3)

Chairman: Fay Moeller

4:45 - 5:30 Room 5042. Moving Pictures and
Discussion. Mrs. DeForrest Anthony

Saturday, May 15

Morning Session
Room 5042 - South Building

9:00 - 12:15 Chairman: Mary Rokahr
Reporter: Lennah K. Backus

9:00 - 11:15 Reports of the work groups.

Recess

11:20 - 11:50 Conference Evaluation. Gladys Gallup
 11:50 - 12:15 Our Conference Results Lydia Ann Lynde

LIST OF SPEAKERS AND CONSULTANTS

<u>Name</u>	<u>Title</u>
Aiton, Mr. Edward W.	Field Agent for 4-H Club Work, Eastern States, Extension Service.
Anthony, Mrs. DeForrest. . . .	Moving Picture Council, Washington, D. C.
Barry, Miss Edyth.	Extension Specialist, Dept. of Child Development and Family Relationships, New York, Extension Service.
Boatman, Mr. J. L.	Chief, Division of Subject Matter, Extension Service.
Butterworth, Dr. T. H.	U. S. Public Health Service, Federal Security Agency.
Conway, Walter H.	Assistant Director, Extension Service.
Dreis, Miss Thelma.	Administrator's Office, Nutrition Program, P.M.A.
Ensminger, Dr. Douglas. . . .	Extension Specialist in Rural Sociology, Extension Service.
Frutchey, Mr. Fred P.	Extension Educationist, Extension Service.
Gallup, Dr. Gladys.	Assistant Chief, Division of Field Studies and Training, Extension Service.
Hall, Miss Florence	Field Agent, Eastern States, Extension Service.
Hearne, Mr. Cannon C.	Division of Field Studies and Training, Extension Service.
Heywood, Eunice.	Field Agent, Central States, Extension Service.
Johnson, Mrs. Eloise T. . . .	Extension Specialist in Family Life Education, Extension Service.
Jones, Mrs. Alma H.	Extension Specialist in Child Development and Family Relationships, Extension Service.
Lenroot, Miss Katharine F. . .	Chief, U. S. Children's Bureau, Federal Security Agency.
Lynde, Mrs. Lydia Ann	Extension Specialist in Parent and Family Life Education, Extension Service.
Moe, Edward O.	Extension Analyst, Extension Service.
Munson, Mr. W. A.	Director of Extension Service, Massachusetts.
Osborne, Dr. Ernest.	Teachers College, Columbia University, New York City
Pace, George.	Specialist, Visual Aids, Extension Service.
Phillips, Mr. Elmer	Head of Visual Aids Program, New York State College of Agriculture.
Pope, Mr. Edward.	County Agent at Large, Department of Child Development and Family Relations, New York.
Power, Miss G. Lenore	Specialist in Visual Aids, Extension Service.
Rokahr, Miss Mary.	In Charge, Home Economics Section, Extension Service.
Sabrosky, Mrs. Laurel K. . . .	Extension Analyst, Extension Service.
Swain, Mrs. Virginia S. . . .	Extension Specialist in Family Relations, North Car.
Taylor, Dr. Carl.	Head, Division on Farm Population and Rural Life, Bureau of Agricultural Economics.

<u>Name</u>	<u>Title</u>
Warren, Gertrude.	Club Organization Specialist, Extension Service.
Woodward, Dr. Luther E. . . .	National Committee for Mental Hygiene, New York City.
Wilson, Dir. M. L.	Director of Extension Work, Extension Service.
Wright, Mrs. Helen	P.T.A. Specialist, Washington, D. C.
Wylie, Dr. Margaret	Extension Specialist, Department of Child Development and Family Relationships, New York Extension Service.

SPECIAL ASSIGNMENTS

Conference Luncheon.	Eunice Heywood, Field Agent, Central States, Extension Service.
Conference Dinner.	Florence Hall, Field Agent, Eastern States, Extension Service.
Beltsville and Greenbelt Trip	Alice Linn, Clothing Specialist, Extension Service.
Bulletin Analysis.	Mrs. Amy Cowing, Extension Educationist, Extension Service.
Publicity.	Mrs. Clara Ackerman, Information Specialist, Extension Service.

I. BRIEF REPORTS OF THE TALKS GIVEN

OUR CONFERENCE PROGRAM

Mrs. Lydia Ann Lynde

When you work toward an idea and it finally comes into reality, you have a feeling of happy achievement. I hope you are as happy to be here as we are to welcome you. There are 16 specialists here and 7 other State extension workers. Many of our Federal staff will work with you this week. Others will at times join us in our discussions. We are conscious of some missing persons. Miss Walls, who served as specialist in Illinois for many years, has retired from Extension. Mrs. McDowell of New Jersey has retired. Miss Sutherland of Colorado will retire next month. Mrs. Little of Oregon, Miss Martin of Arkansas, and Dr. Card of Washington have resigned. These States are looking for replacements. Mrs. Briggs of Kansas could not arrange to be here.

This is not the first Extension Family Life Conference. Ten specialists were in the group that met in 1930 after the White House Conference on Child Health and Protection. In 1940, after the White House Conference on Children in a Democracy, we again had a few days together. In 1944, anticipating the end of the war, we met in Chicago for 2 days to plan programs for assisting in family readjustments. This week we are again meeting, after a National Conference that brought together lay and professional people concerned with the problems of American families in a postwar world.

OUR CONFERENCE PROGRAM (Cont'd)

Many special efforts have gone into our planning. Most of you have sent publications and illustrative materials which have been arranged in the exhibit room. This is a part of our sharing. Some of you sent bulletins to be tested for readability. These, with the comments, are on display for us to study. We will run some movies and discuss their use. We will have a field trip to Beltsville to see some research and to Greenbelt to see a community planned for children. We will have a luncheon with the Federal staff and guests from outside the Department. For pleasure, only, we will have dinner together on Tuesday.

This is not to be just a conference. It is to be an experience in group dynamics, action--a demonstration of how democracy functions through individuals working together. This conference is a laboratory in which we function as individuals and watch ourselves function, studying the process. We will all be role playing. We will try out methods, we will question, we will work together, share together, learn together.

FAMILY LIFE EDUCATION, A SIGNIFICANT PART OF THE EXTENSION PROGRAM

Acting Director W. H. Conway

Girls' canning and poultry clubs were formed as a way of getting into the home to do extension work.

Rockefeller funds were the first funds for home demonstration and 4-H Club girls and other club work from 1910 to 1914.

One-fourth of 1 percent of the total Extension budget is used for family life. Thirty-four percent of the total Extension budget is used for 4-H Club work.

In 1946, 1,452 counties had family relationship and child development work. There was no work in about half of the counties.

About 2,200 counties have home demonstration agents.

Budget and finance funds: One goal is to have a home demonstration agent in every agricultural county. There were about 1,000 counties without home demonstration agents--now about 780. Twenty more States should employ family-life specialists.

Plans of work show the following as some of the things being done:

1. Developing new and different ways of doing things effectively.
2. Arousing interest through group meetings.
3. Joint training of agents and project leaders.
4. Preparation of materials, such as:
 - a. Bulletins
 - b. Exhibits
 - c. Radio
 - d. Press releases

Family Life Education, etc. (Cont'd)

Total funds for Extension are about \$60,000,000, from the following sources:

- 47 percent Federal funds.
- 29 percent State appropriations.
- 21 percent county appropriations.
- 3 percent farm organizations.

The House has appropriated \$2,000,000 additional for 1949. It is possible the Senate will appropriate as much.*

The total Extension budget includes \$11,000,000 for subject-matter specialists.

There are 1,800 specialists in the States.

Of those specialists $1\frac{1}{2}$ percent are family life specialists.

How can we help get more family life work in Extension?

Developments from this conference should be used by specialists as information to send to other States. Directors of Extension, especially new ones, need to see work going on in family life in other States. Keep all the Extension staff fully informed and share in the setting up of the family life program.

Family life competes for funds with commodity projects, and we get a bit lost when we try to talk in terms of dollars and cents. Actually, family life needs are much greater, deeper needs than in many of the projects for which funds are now being requested. It's too bad that women, having the vote, haven't had more representation in government to get a fair share of the funds for essential homemaking and family life work.

It would also be good to have men specialists in the family life program. Family life specialists also need to do some home work with the extension family. It is difficult to find personnel in this field at present. Perhaps we need to employ part-time specialists in some of the States.

Work in Extension needs to be better known, to be included in the vocational choices of new people. Some home economics students don't even know about Extension. Use recreation or health people to expand the family life program in counties. Married agents are not encouraged to stay on jobs in some States and it makes no difference in others.

*Since this statement, Congress has appropriated \$3,000,000.

HOW CAN WE, AS SPECIALISTS, HELP THE EXTENSION SERVICE
MEET ITS EDUCATIONAL RESPONSIBILITY?

J. L. Boatman

Mr. Boatman presented an over-all picture of the relation of the family life specialist to the rest of the Extension Service. He called attention to the fact that of the full-time family life specialists, only nine have been with the Extension Service for 10 years. The remainder have come in recent years from other programs and have had to learn from the ground up what we call "extension." What is this extension?

It started in 1862 when the Morrill Act created the land-grant colleges. This act provided for the sale of public lands to provide finances for the States. In 1887 the Hatch Act was passed creating experiment stations. After these got under way and research was developed, a method was needed to get the information about results of research to the people. In 1904, Seaman A. Knapp developed demonstrations and institutes in which farmers were trained. Before that, extension work was carried on by land-grant colleges. These efforts led to the passage of the Smith-Lever Act in 1914, which brought into being the Extension Service, as an educational agency to get out information to the people and to make farm homes better places in which to live. Extension, as we know it today, is a cooperative agency supported by Federal, State, and county governments. The programs are largely decided upon by the people we serve. The Federal director and his staff, the State director and his staff, and the county agents make up this educational system, which presents to the people the information developed at the land-grant colleges, the Department of Agriculture, and elsewhere.

The specialist, working with the research agencies of the Department of Agriculture and the land-grant colleges, is the main transmitter of this information. He is a teacher and passes the information on to agents and to the people, as well as to other specialists and administrators. The family life program has not had the results of research to extend that many other specialists in Extension have had. The family life specialist's work cuts across the line of many other specialties in the Extension Service. All specialists have to do an educational job with directors, with home demonstration leaders, and with county workers. They are employed for this purpose. They help also with many phases of program planning, and, in addition, have their own particular service to offer the people. They have had to develop methods and techniques in order to extend their particular work. It is heartening to know that the Extension Service program is spreading out to include a more adequate health program, more intensive family life education, education in safety and fire control, and in recreation for the family, the neighborhood, and the community. These are essential if a satisfying farm life is to be lived.

Recently a survey was made in Georgia, where 20,000 families were asked what they wanted from an education. The replies were as follows:

1. Become intelligent in dealing with the problems of healthful living.
2. Become proficient in the use of the three R's.

3. Make a wise occupational choice.
4. Become intelligent and skillful in earning a living.
5. Satisfy the urge to create--to make things.
6. Learn to get along with one another--to avoid fusses and fights.
7. Understand their responsibility to succeeding generations as custodians of our natural resources.

One of our functions is to help rural people recognize their needs and how to use all the facilities available to them. When this is done, Extension is prevented from being used as errand boy for other organizations. The specialist helps to integrate the program in both county and State. Sometimes we do not have enough contact in the county between the specialists and the group members, but there is an indication that we are doing better. It is important, too, for the State staff to get together. The whole Extension family should be interested as well as the whole farm family. We all need to work together. Good examples of cooperative efforts are: In Massachusetts the nutrition and family life specialists work together on a project "Children Like to Eat." In Rhode Island, both men and women specialists work together on bulletins. In Alabama, institutes are used to reach people who know nothing of Extension. They report some confusions of the terms used by the home management and family life specialists and are trying to define these. In Texas, the specialist has opportunities to talk at State staff conferences. They see the need for seminars as a means of communicating reports. I hope this conference will be reported to the staff at home base.

OUR WORK SESSIONS

Canon C. Hearne

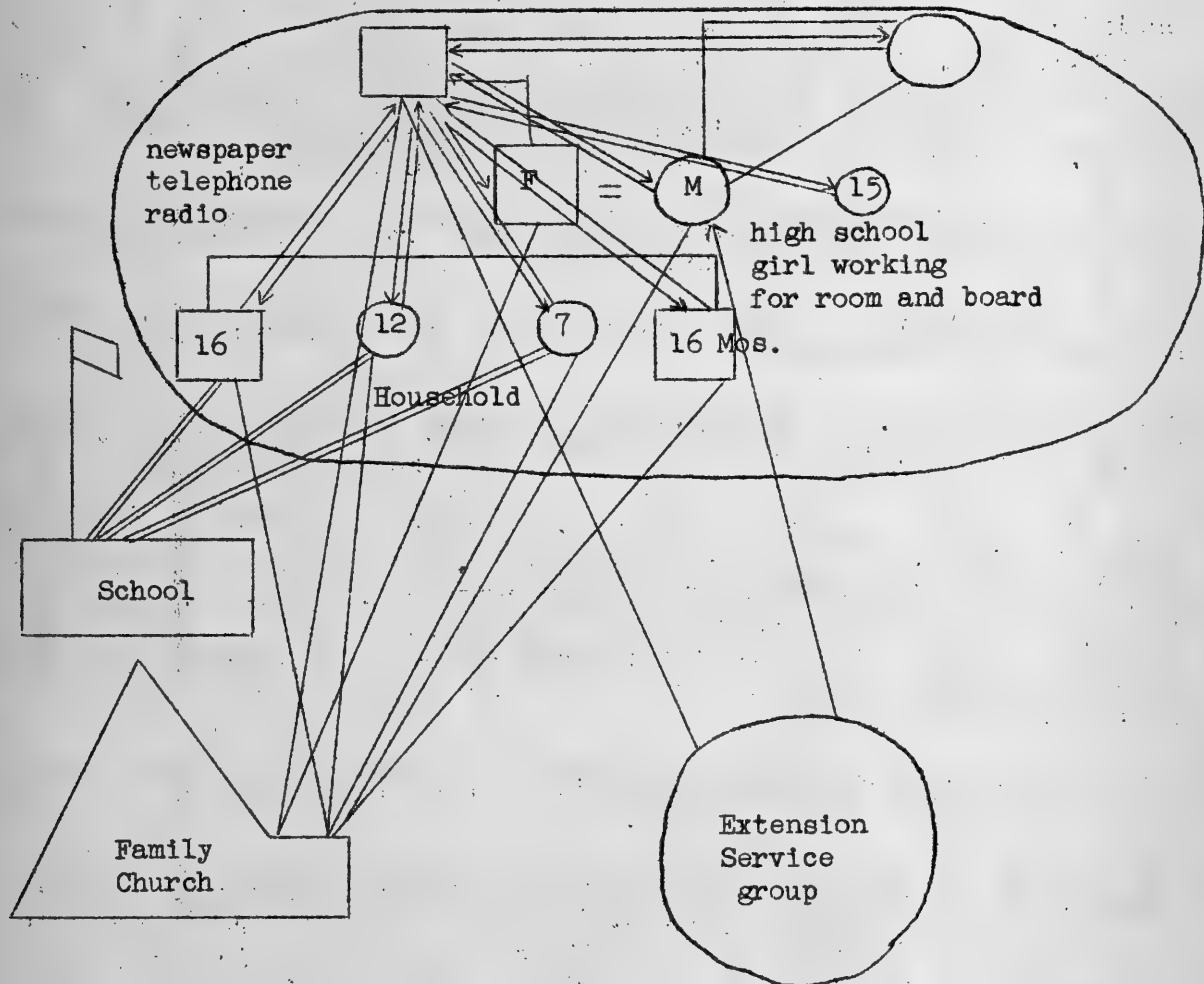
Mr. Hearne interpreted the procedure plans for the work group and defined the roles of the group members. This is a part of the action experiment we are trying. The work group service teams, composed of chairman, recorder, observer, and consultants, will meet to plan group procedures and progress. The observer will check the group activity twice each session and at the end of each session report her observations to the group. The group will discuss the report and use it as a basis for planning the next step in the group's work.

DYNAMICS OF FAMILY ACTION AND INTERACTION

Dr. Margaret Wylie

Recent trends in counseling and guidance reveal three important emphases:

1. Family relationships are dynamic, not static:
 - Within the individual.
 - Within the family.
 - Within the community.



If you drew a diagram large enough to show this, you would have lines going to and coming from each person to each other; at times there would be additional lines to account for days of ambivalent feeling. To illustrate, grandfather has ideas and reactions to each member of the family which have a fair degree of consistency, but then come times when he reacts to the 16-year-old and to the 16-month-old in quite different fashion, depending on

situations. Even the high school girl, working in the household for her board and room, is included in grandfather's action and reaction. The newspaper, radio, and telephone, as well as mail, bring the outer world in, and grandfather responds to each of these.

We could go on with each family member in a similar way to see the true complexity of interaction within a family. In recent years, Pearl Buck and Margaret Mead have made much of the first triangle in human affairs, being that of the mother, father, and child. Certainly this adjustment on the arrival of the first child is great.

The relationships without the home influence the home. Grandfather's support of the church, his disapproval of current practices in the school, his indifference to mother's extension club, all play a part in the daily drama of family life. Extension workers are among the outside people involved in family relationships. Some homemaking teachers and extension workers have caused conflict within families by the high standards of perfection, efficiency, and success they set for individual family members.

Within the family and community how many barriers and frustrations exist? What controversial relationships exist?

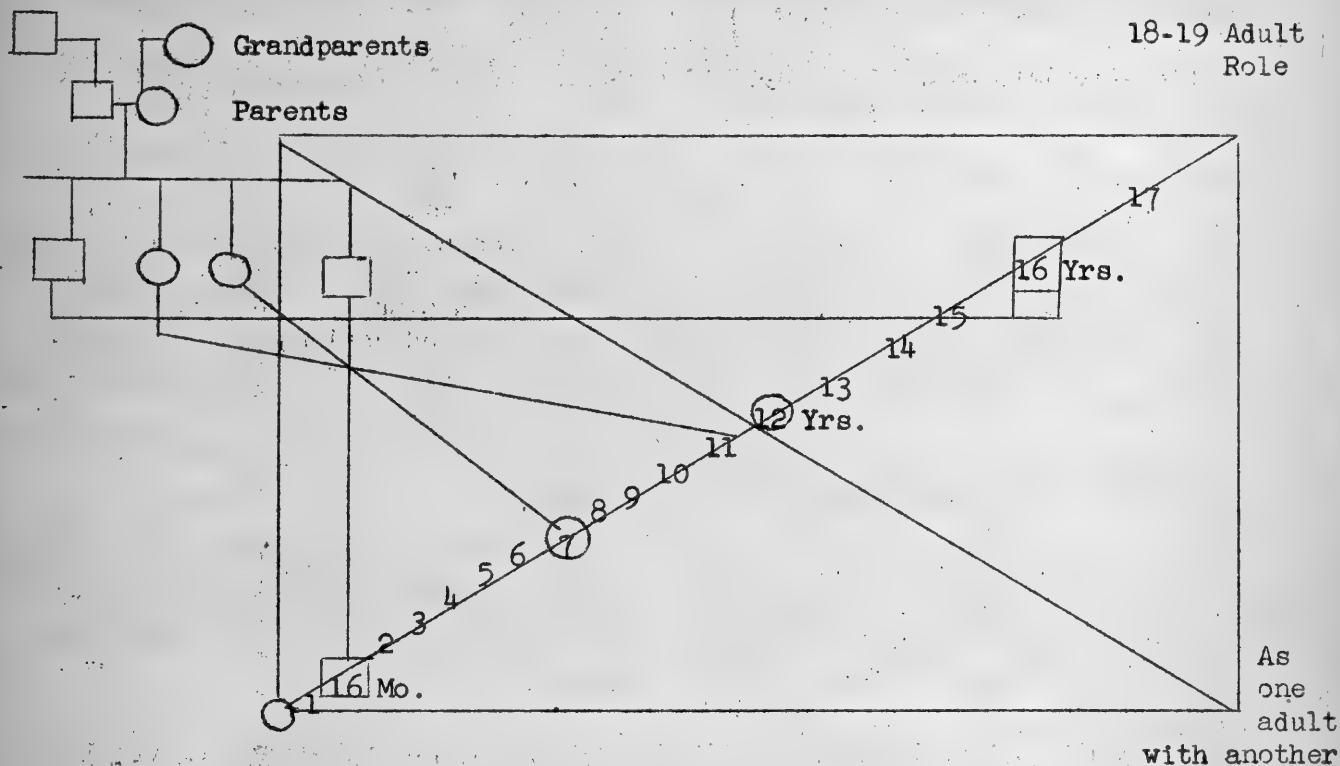
2. Renewed appreciation of the nature of growth and development and of human needs and inner resources.

Dr. Benjamin Spock, in his recent book on baby and child care, has illustrated the theory, "You Can Trust Nature." We need to consider what nature is saying to the child of each age as his chief development task, and to become more sensitive to inner resources. "Within each individual there exist forces of growth, tendencies toward maturity, and capacities for dealing with life that are far stronger than are customarily realized." The family's part is to release these constructive forces to develop individual strengths. Do the home and community supply good growing weather, desirable emotional climate? What happens to individuals as a result of the contacts in and outside the home?

3. The respect for the individual is basic to counseling and to the acceptance by the counselor of the individual.

Some factors to keep in mind are the need of the counselor to be a good listener and observer. When an individual contributes to group or individual discussion, the contribution is like the small part of an iceberg that shows. There is back of it a history of experience, social heritage, and background of emotions. The art of listening requires discipline, maturity, and self-control. Can we listen without showing surprise, horror, panic, shock, or blame? Can we discern how people feel, and respect their feelings and accept them as persons of worth?

4. In the guidance of children it is important to see the changing responsibilities of parent and child at each stage of growth to maturity.



Parents grow from total direction of infant to mature counselor. Children grow in responsibility to maturity. At 10 to 12 they take the responsibility for themselves and their possessions about 50 percent of the time.

THE ORGANIZATION AND PROGRAM OF THE CHILDREN'S BUREAU

Katharine Lenroot

Miss Katharine Lenroot, Chief of the Children's Bureau, talked to the group at the Extension luncheon at noon on Wednesday. She explained the organization and work of the Children's Bureau, emphasizing rural programs and indicating the areas where we can work with the Bureau to improve the conditions for children in rural America. As soon as the Bureau's reorganization is completed, she will arrange to have lists of the regional and State organizations she described sent to us and include the location of the regional State offices so that State workers can become better acquainted.

The Children's Bureau and the Extension Service have some common goals. We can be mutually helpful in encouraging rural families to make full use of local services and facilities these government agencies provide.

II. THE DISCUSSIONS

High Lights of the National Conference.

Leader: Marguerite F. Little

Miss Little initiated the discussion with a directive that the group consider ways in which the materials might be used in the week's work together.

It was pointed out that one of the most significant things that came out of the National Conference was the realization that there are still many areas where phases have not been explored and in which authentic information is not yet available. Homemaking as a daily activity received little emphasis in the conference. The reflection of a general attitude in several groups that sex education is synonymous with family life education, was reported. It was the consensus that sex education is an important part of family life education to be considered and discussed when requested by interested people.

Specific ways in which the findings of the conference are to be carried to the States were given by several specialists.

Possible sources of support and encouragement of Extension activities were discussed. Support from foundations is growing more difficult and the subsidizing of professional groups for group action and research requires great caution. Commercial concerns need help in learning how to cooperate without violation of professional policies.

The needs of the pre-adolescent youth groups were emphasized. Twenty-two youth attended the National Conference, representing various youth organizations. The importance of including youth representation in State and community planning groups was brought out.

Emphasis was placed on the necessity for giving young children real family life experiences. The need for wholesome family recreation--both within and without the home--was highlighted by specific examples from the various areas.

Basic reasons why parents apparently object to their children's entertaining friends at home were given as: (1) Parents don't know how to enjoy children; (2) Small house; (3) Parents do not realize the importance of entertaining; and (4) The noise keeps parents awake later on keeps neighbors awake late. Causes and ways of overcoming these problems were discussed.

The function of home management in family life and the necessity for close coordination of home management and family living were emphasized.

The Significance of the Family's Cultural Background.

Leader: Douglas Ensminger

Consultant: Dr. Carl Taylor

Dr. Ensminger opened the discussion by raising the question, "Why understand the family's cultural background?" The reasons given by the group included:

1. In order to be able to speak their language and to understand how they feel and think and look at things.
2. To understand their conception of right and wrong.
3. To understand their experiences and interpretations of them.
4. Customs and patterns of authority vary.
5. Different values of living--such as religion.
6. To know their taboos and superstitions, and appreciate their roles in the community--social and economic.

Dr. Ensminger then called on Dr. Carl Taylor, who suggested that the group be careful and precise in its use of terms. Culture deals with traditions and mores. Social customs are not culture. Attitudes on the part of individuals are the same as mores for the tribe or group.

Adaptations to physical situations hold mores in line. Mores change very slowly. He said, "Social adjustments are subject to change; mores are more stable." The family is the carrier of the mores. Personality is the reflection of attitudes of the family.

Extension's role is to initiate and foster a process of social changes, which results in a change of attitudes. Knowledge of the traditions of the group helps us do a better job.

Good sociology is a combination of social and common sense. Common sense alone is not adequate, being too often based on superstition and social custom. Science is a corrective of common sense.

In the United States we have such a diverse background that there is no simple, universal set of mores. Discussion groups may help bring out the fundamental values. Attitudes are an important part in such values.

The common denominators of the family process:

1. Accepting our role in the family.
2. Bearing and rearing children.
3. Passing on traditions, customs, and mores.

The things that hold the family or any institution together are values practiced: Love, loyalty, and cooperation. Objectives of family life education, then, are:

1. Help families determine values.
2. Help families understand the common denominators of family life.

Conflicts: Individual, Family, and Community.

Tolerance, cooperation, and compromise in the family and the community.

Leaders: Luther E. Woodward
Lennah K. Backus

Consultant: Ernest Osborne

Dr. Woodward started the discussion with the following statement:

1. A prime requisite is that the adults in the family have sound ideas on the nature and function of the home and the nature and needs of the people who live in it. Much of the difficulty in modern family living grows out of the obscure and often conflicting ideas that members of the family have as to the nature and function of the home. Many difficulties stem from erroneous ideas of the authority that one or another member of the family should have, from a still greater confusion as to the role of love and sex in family life, and, particularly, from misunderstanding of the nature of children and what is required for their growth and maturing. Some of this confusion comes about from the fact that we have not educated for family living and homemaking and try frequently to make our homes of too diverse components. A couple who marry may come from very different cultural backgrounds, and their pattern of family living--in reference to authority, handling of money, division of labor, display of affection--may differ very widely. The influence of the home on its members can become positive and constructive only when these diverse strands are integrated and some unity of purpose is achieved.
2. A second requirement, if homes are to be happy, is that they must continually supply their members with a maximum amount of positive satisfactions and impose as few deprivations as possible. The home must not only supply the basic needs for shelter, food, and comfort, but must provide its members with opportunities to give and get affection, so that every member has a true sense of belonging, is recognized for his own intrinsic worth, and characteristically meets with approval and encouragement. Home, then, is the place where we feel we belong whether we are good or not and where we have some share in the good things of the family just because we are members of it. It is worth much, especially to children, to feel that they are accepted, even if they have not measured up fully to the standards set for them. Probably, no one loves anyone 100 percent of the time--some anger and hostility are natural and inevitable--but the home is the chief means by which we satisfy our deep personal needs for approval, intimacy, and social participation.
3. Home is the prime creator and refiner of values and the fashioner of the style of life of its members. Just because we are human we all have a need to add up our past experience, express the best of it today, and thereby work out our future. When this is done in family units, the mistakes of each tend to be corrected by the experience of others. Especially today, when virtually the whole world with all its conflicts and tensions impinges upon family living, it is in our homes that we interpret the meaning of these impingements and arrive at a practical and workable style of life.

4. Every home must have at least one mature person who has the capacity to drain off the troublesome emotions of other members of the family. Those homes are happiest in which each member can play this role. Hate, fear, and unrealistic wants are the things that destroy health and happiness. It is essential, therefore, that in our homes troublesome emotions be drained off and that individual desires be harmonized with the requirements of the family group. This, of course, requires depth of affection, which can be cultivated, and poise that is born of true understanding.
5. The home, when it serves its true purpose, is the wellspring of faith, confidence, and courage. Studies of children who have grown up in other than family settings have proved conclusively that children need to receive loving care from the same mother or father person in the first 2 or 3 years of life. When this is lacking the personality is dwarfed, intellectual and other aptitudes remain somewhat undeveloped, and the children's behavior continues to be impulsive and poorly organized throughout childhood and even the adult years. Children get their first estimates of their own worth from the way they are treated. They respond favorably and repeat the behavior that gets them affection and other forms of positive approval. Their greatest stimulus to growth comes about through liking the parent well enough to want to become like him. It is only when parents show pleasure in their children, help them to enjoy life as fully as possible at each stage of growth, make no account of their outbursts of anger, and put emphasis on praising them for their virtues and successes, rather than nagging them for their failures and faults, that children achieve wholesome confidence in themselves and others and develop courage to tackle their problems and strive to overcome the unavoidable difficulties.

Although work, recreation, and education no longer center in the home as they did generations ago, the home still is the chief means whereby we meet our more personal needs for intimacy, companionship, and approval. It is still in our homes that we get relief from our most troublesome tensions and find faith and courage to carry on.

Some conflicts mentioned:

1. Tensions have been added because of new mechanical devices--these speed up life.
2. Conflicts in the individual are mostly stimulated and provoked by relationships within family and outside. Every conflict is individual. Example of causes:
 - (1) If hungry baby is not fed.
 - (2) Toddler wants to explore but is prevented.
 - (3) Social contacts should increase with age. The child has great need for companionship with others of his own age in rural areas.
 - (4) Conflicts within family: Jealousies--one child has advantages; one is better looking; and so on.
 - (5) Mother-and-son relationship dependent on mother's relationship with her own father.
 - (6) Racial differences or status of family in community--economic success or failure. Child wants to be loyal to his own family, but also to rate with peers.

3. Problems in rural areas that can be met. What conditions are disturbing in rural communities?

- (1) Lack of companionship. More play with children in neighborhood. Children may gain by coming to meetings when supervision is provided. Sunday School experience might be another opportunity.
- (2) Insecurity in social experiences in new situations, such as leaving home for larger school. More opportunities like 4-H Club are needed. The need comes earlier, at about 3 years of age. Maybe a lone wolf all his life unless early opportunity for this social contact is given.
- (3) More parent education is needed, and ministers should be included to give a better understanding of children's needs.
- (4) Play groups could be organized and systematized. Parents could take turns in supervising. Extension could provide training for these mothers in the use of the special talents of each parent: music, art, storytelling, and the like.
- (5) We need a study or survey of people's interests in organizations. Texas found the church to have interest of the majority.
- (6) Social outlets are needed for mothers who feel tied down at home--in some communities, a half-time job. Parents need help in discovering their strengths.
- (7) They should accept the fact that everyone has conflicts.
- (8) They should recognize the fact that needs are satisfied in different ways for different ages. Parents find it difficult to keep pace with children. Most common complaint of children is "They treat me like a baby."
- (9) Conflicts are common where three generations live together. Father-son farming situations often cause trouble. The trend is toward more combined farming and living, and to a changed attitude toward staying on the farm. Rural parents should keep in mind psychological advantages for children on farms. We can help mothers appreciate the assets. They need not follow all routines described in books. Grandmothers, too, have contributions to make to the family.
- (10) Housing is a definite problem in family relationships.
- (11) We suggest grandmothers' study clubs to help them understand people--why daughter-in-law believes a certain thing. Young in-laws need to recognize that it is not easy for parents to give up children immediately, and give opportunity for "imaginary control."
- (12) Parents' attitude apt to be that children never grow up. Goals of success should be how well children become adult, and live in the world as it is. Our culture indicates our success as parents is when children follow parents' living pattern. Size of family may make some difference.
- (13) If baby book records included evidences of the growth of independence in child, parents might be more interested and willing to encourage independence.
- (14) Parents' fear that the child may be a disgrace.

Tolerance, Cooperation and Compromise.

(Some values that might hold families together)

Becoming successful mothers means providing the essentials in homes:

1. Adults that have sound ideas of functions of home and needs of people living in it.
2. Continually supply members positive satisfactions and few deprivations.
3. Home is primary creator and refiner of values--fashions the style of life for the family members.
4. Every home must have at least one mature person to drain off troublesome emotions (hostilities).
5. The true purpose of home is the confidence and faith and courage developed in each member of the family.

Parents need security and confidence in themselves to allow children to express early hostilities. No case of delinquency has been recognized as a result of this early expression.

Everyone should have opportunity to be angry once a day and get rid of intense feeling quickly to avoid the accumulation of repressed hostility. Such expression will help prevent temper tantrums. We should give parents success stories to show how it works.

We need to develop better attitudes toward sex. Conditions on farms make it easier, but not the entire answer.

Each person must learn to accept himself as a human being, making the most of his life in the culture in which he lives, and must avoid the feeling that there may be something about himself that is not nice. We can help parents accept themselves and children to accept themselves as all right and natural.

Family Life--A Concern of the Department of Agriculture. Panel Discussion.

Chairman: Mrs. Lydia Ann Lynde

Moderator: Dr. Ernest Osborne

Panel: Mrs. Alma H. Jones
Mrs. Virginia S. Swain
Mrs. Eloise T. Johnson

Mr. Edward Pope
Dr. Carl Taylor
Mrs. Lydia Ann Lynde

Mrs. Lynde:

The farm family has a significant part in the farm program for the greatest of our resources on the farm is the farm people themselves. There is great need for us in agriculture to examine farm family goals and help in the adjustment of these goals to family abilities and resources. We share the responsibility of seeing that the farm practices are adapted to the farm

family energies, capacities, interests, and abilities. There are two common causes for farm family failures: The demands, wants, and needs of the family took too much out of the soil, or the work of the farm took too much out of the family. In planning a long-time agricultural program we must plan for the kind of family life rural people want.

The moderator asked several significant questions: Are the differences we see in rural families and city families as great and as real as they seem to be? The fundamentals of family living are the same, both urban and rural, but the methods for working them out differ. There is really greater opportunity for wholesome family life on the farm. Is it valid to assume that change is always progress, and must we accept changes inevitably, such as changes brought about by industrialization and centralization? Sometimes these interfere with wholesome patterns of family life. What patterns in the rural family are there that we want constantly to perpetuate? The farm family should plan carefully to save the best in its way of life and not merely try to copy urban patterns.

The question was brought up as to the prevalent assumption that the farm is the best place to rear children. Is this just sentiment? What the farm provides for the children is an opportunity for good work relationships within the family, and companionship between parents and children; but it may not provide adequate play relationships for little children. Dr. Stott's study made in Nebraska seems to show that in reality there is less confidence between rural parents and children than between urban.

The effect of the rural school situation on the family was considered. This raised the question of the time spent in school busses, the removal of the community center, which had been provided by the rural school, and the lessons in interaction between children of various ages learned there. There is less opportunity for the school and home to work together for better education for farm family living.

Some potential values for rural living for children are: The opportunities to see, understand, and appreciate the cycles of life; the creative production of things; the early learning of responsibility; the experience of working together; and the greater degree of independence through democratic living. There seems more opportunity to take children into the family's planning. Farm family planning is a forward step. We need to work with families to develop a long-time program in agriculture. We must consider how the recommendations we may make may effect farm family life. A family approach should be the basis for our extension program.

There is need to consider improvement in the farmhouse so that it will better meet the family's needs. Neighborhood recreation, as well as family recreation, should be developed. Urban living has much to learn from rural living concerning basic family values. Agricultural planning must safeguard these fine basic values.

How to Get Group Action and Interaction.

Panel Discussion.

Chairman: Canon C. Hearne

Panel: T. H. Butterworth
Thelma Dreis

Helen Wright
Gladys Gallup
Douglas Ensminger

The panel keynoted the discussion and the entire group participated. They supported the idea that thorough preparation is always necessary.

1. The free discussion type of meeting needs more preplanning than any other type.
2. Not knowing what turn the discussion will take, the leader should be ready to follow up in four or five different ways.
3. If we want good group action and interaction, the leaders must be trained for it.
4. The group needs to be given some preparation at the beginning of the discussion.

It was decided that the functions of a leader are:

1. Clarification of what the group is to do.
2. The fostering of confidence in the group.
3. Willingness to accept what people contribute.
4. Summarization.

There is a time for the leader to come into the discussion, a time for her to evaluate, a time to restate, a time to interpret, a time to summarize. Some further ideas of what contributes to getting good action and interaction are:

1. Stage setting is of much importance:
 - a. The physical setting should contribute to the comfort of the group--their ability to hear and see; the heating, lighting, and ventilation should be the best possible.
 - b. The feeling of informality should be established--people often are afraid to participate.
2. Periods of silence, though hard on the leader, are usually a necessary part of the process of group thinking.
3. The stages of growth in a series of group thinking meetings are analogous to the growth of the individual. At some stage the meetings are likely not to go well. This, most of the group believed, corresponded to the adolescent stage of growth. One member of the group said, "Some adolescents adolescence easily." Another member believed that thorough preparation avoids much of this confusing stage.

III. THE DEMONSTRATIONS OF METHODS AND VISUAL AIDS

The Use of Motion Pictures With Discussion Groups.

Mrs. DeForrest Anthony

Mrs. Anthony stressed three important considerations in selecting motion pictures:

1. What kind of audience do you have?
2. What do you want to get out of the picture?
3. Some problems and techniques of using films.

In relation to audiences Mrs. Anthony emphasized the fact that variations in education, income, religion, nationality, and age should be considered.

In selecting a place for films to be shown, the place should be one where the audience would feel free to come. Everyone should feel free to question and to react naturally. The place should be physically comfortable and satisfying.

In relation to the type of film desired, these purposes are important:

1. To present information.
2. To develop attitudes.
3. To initiate or release discussion.

The group was asked what kind of films they desired. Some suggestions were:

1. The case-story type of picture that encourages discussion of behavior on an impersonal basis.
2. Films for various age groups.
3. Picture reviews should have annotations as to content, whether suitable for mixed groups, whether questions are included, whether script or explanatory legends accompany pictures.

A sex education film entitled "Understanding Ourselves: Human Growth" was shown to the group. This was developed at the University of Oregon. The film was planned as a teaching aid in the public schools of that State.

The fundamental facts of attaining physical maturity were well presented. The group questioned whether parents would get enough information regarding early patterns and attitudes in sex education. Others saw that emotional and social aspects of sex education would need to follow the elemental sex education presented by the picture.

Tuesday Session:

Mrs. Anthony led a short discussion pertaining to:

A. Desirable equipment for use of photographic material in teaching.

1. Slidefilm projector for 35-millimeter films, the average cost of such a projector being moderate. The group was asked to experiment in taking pictures with miniature cameras.

2. Opaque projector for showing plates.
3. Motion picture projectors--silent and sound.

- B. Information about films. Mrs. Anthony used the special mimeograph, "Sources of Information and List of Films for Use in Family Life Education."

This material was prepared by the District of Columbia Motion Picture Council and the Community Film Council of the National Family Life Conference. Mrs. Anthony discussed briefly the sources of information from the pamphlet, which was in the hands of all conference members.

Listing of films and annotations in this catalog were under these headings: Family patterns, community participation, counselling and guidance, health and medical care, home management, housing, legal problems, parent education, recreation, and social welfare.

- C. The film "Lessons in Living" was shown, relating to children's and youth's part in a planning and action program for community improvement.

Friday Session:

- A. Showing of a sound film strip, "Do You Know Your Adolescent?" This film comes from the Board of Education of the Methodist Church, 810 Broadway, Nashville 2, Tennessee. A script comes with it. It may be used with or without the sound record.

The film is designed to stimulate discussion. There are four episodes which you can stop and discuss if you are not using the sound records. The film is to be used with parents, not with parents and children. The cost of this film strip is about \$3, with additional cost for sound record.

- B. Showing of motion picture, "Your Children and You," a British film. Gives build-up as purpose and value of film. This film is productive of discussion--approval or disapproval.

Charts That Tell a Story. By Gertrude L. Power.

"Warm up the Cold Statistic and Dress up the Little Bare Fact." Miss Power said that for the average reader facts have to be broken down so there is one thing told at a time. She suggested that we dramatize statistics by: Repeated symbols, animated symbols, cartoon characters, photographs, and photographs combined with drawings. A series of slides made from charts prepared by the art units of the Extension Service and the Bureau of Home Economics was used to illustrate these points.

The charts we use should be large enough for all to see easily; they should be simple and free of all detail; color should be used for emphasis; key words should be emphasized; action is desirable. She demonstrated the use of Scotch tape and flannelgraph in the making of charts before groups. These are more stimulating than the printed chart.

Let's Talk It Over:

The Extension Worker as a Counselor. By Lydia Ann Lynde.

Mrs. Lynde presented the text for the new bulletin, "Let's Talk It Over, The Extension Worker as a Counselor," that will soon be printed. She explained the use of the bulletin and discussed various methods for training extension workers in counselling that she has used in the two years of experimenting with it. In the discussion the conference group suggested that one of the examples be changed, and two conference members volunteered to work on a new example. The bulletin will be published with this new illustration.

Briefing the Group Service Team. By Thelma A. Dreis.

As a part of the group dynamics experience, Miss Dreis demonstrated role playing by having staff persons play the roles of chairman, recorder, observer, and consultant. In the demonstration these were instructed in their roles and then as a team planned for the group activity. The purpose was to emphasize the importance and method of pre-preparation for group experience.

The Use of Flash Cards Showing the Tater Family. By Mrs. Eloise T. Johnson.

This was a demonstration of a humorous approach and of the use of flash cards to hold the attention. Mrs. Johnson showed how she uses her flash cards which are comic pictures of the Tater family members. The humorous and instructive names given the family members lead to an objective consideration of the family relationships. By arranging the cards in various ways the method can be used to stimulate the discussion of many family problems on an impersonal basis. Humor used in the discussion of the application of human relationship principles to difficult experiences in family life helps the individuals in the groups accept their own mistakes and change their behavior.

Use of Recordings of Discussion Group Interaction. By Miss Edyth Barry.

Miss Barry brought to the group a small sound recording machine, which she had used in studying her techniques as a discussion leader, and suggested this as a good method to use in checking on one's own performance, and also to:

Correct objectionable speech idiosyncrasies.

Prevent too much talk by the leader.

Check on the follow-through, that is, give information on what really happened, as compared with what is remembered.

An effective way to teach leadership in group discussion and group participation.

She played one of the small plastic records made at a group meeting. Her opening question in topic recorded was: "What Is Your Feeling About the Problems Families Face Today?"

Results:

In 9-1/2 minutes the entire group was participating in the discussion. It was found through the use of the recording that the group list of problems exceeded in number those included in the Burgess list of problems facing the postwar family.

In the recording, the role of the leader was clearly defined as an accepting one, as trying to understand how people feel rather than giving information.

The recording machine is inexpensive and weighs only 23 pounds. There are several makes available.

Group Dramatization as a Springboard for Group Discussion. By Mrs. Lydia Ann Lynde.

Situation dramatized: A new family life specialist has come into a State office. She wants to work with both men and women to set up the program in the State. She asks for the help of the director, State home demonstration leader, district agents, and other specialists assembled.

The group was divided into these categories so that each person had one of these roles, and as the discussion proceeded each took part playing his role. This makes the discussion less personal.

The second situation to be dramatized included a family made up of John, the father; Mary, the mother; Junior, 12, and his friend Ben. It is Friday evening. A letter has just been received from John's parents announcing their arrival for a visit the following noon. Junior states that he and Ben had planned to go early the next morning with their 4-H Club group on an all-day picnic to a distant point. It happens that John comes from a family in which each child had responsibilities and expected to measure up to them. One of his jobs has been to keep the lawn mowed. A well-mowed lawn was, in the opinion of John's father, one measure of a good family. This has become Junior's responsibility.

On the Saturday previous to this incident, it had rained, and Junior had failed to do it. Ben has just come in to remind Junior that they are to leave at 7:30 the next morning.

In the demonstration in role playing, growing out of this situation, the group participates as John's, Mary's, Juniors, and Ben's.

This technique was found very helpful in getting group participation in the release of tensions and in a laying of the ground work for analyzing family problems.

IV. WORK GROUP ASSIGNMENTS

An effort was made to assign each person to the group listed as first choice. This made some groups so much larger than others that we have assigned some to their second choices. If this is unsatisfactory we will try to make adjustments.

Group Assignments

1. Analysis of the National Conference Findings and Recommendations for Use in Extension Programs:

Chairman: Amy Wold
Recorder: N. May Larsen

Observer: Elta Majors
Consultants: Eunice Heywood
Mary Rokahr

Lennah K. Backus
Callie M. Coons
Marjorie Downs

Gertrude Holloway
Juanita Neely
Charles Sheffield

2. Methods of Group Work:

Chairman: Marguerite F. Little
Recorder: Mildred Dorr

Observer: Alma Jones
Consultants: Fred Frutchey
Florence Hall

A. G. Apodaca
J. L. Boatman

Anna Boggs
Delores Morales Diaz
Glenn Riddell

3. Evaluation--Measuring and Reporting Results:

Chairman: Margaret Wylie
Recorder: Fay Moeller

Observer: Martha McAlpine
Consultants: Gladys Gallup
Laurel Sabrosky

Bonnie J. Carter
Douglas Ensminger

George Foster
Alice Linn
Arthur Sowder

4. Visual Aids:

Chairman: Leta Moore
Recorder: Edyth Barry

Observer: Eloise T. Johnson
Consultants: Elmer Phillips
George Pace

Dorothy Arvidson
C. S. Denton

Elizabeth Hornung
Florence Inlay
H. L. Shrader

5. 4-H Club and Older Youth Programs:

Chairman: Virginia S. Swain
Recorder: Lucile Pepoon

Observer: Edward Pope
Consultants: E. W. Aiton
Gertrude Warren

Elizabeth Moreland
Helen Ricks
Lucile Stennis
Ray Turner

V. REPORTS OF THE WORK GROUPS

Group 1. Analysis of the National Conference Findings and Recommendations
for Use in Extension Programs

A. Introduction

The function of this committee has been to study the findings of the National Conference on Family Life, and to emphasize in this report those aspects that seem to have significance for the Extension Service programs.

The committee in making its report is assuming that State extension services will avail themselves of the "working papers" ^{1/} of the National Conference on Family Life. The material in these papers gives in detail the findings that are presented in brief here.

B. Significance of National Family Life Conference Organization and Technique to Extension Programs.

Highlights from the general plan of the conference reveal that about 600 different persons from 125 professional and lay groups assisted and worked on the reports in 10 action areas or fields of activity.

One theme involving three stages of family development--the founding family, the expanding family, and the contracting family--was used throughout the conference.

General or plenary sessions were set up for all people attending the conference. Speeches, panels, and forums were used in these Sessions.

Twenty-nine section meeting groups were set up with a cross-section representation of as many different professions and organizations as possible. All 29 groups followed the same pattern, each considering the founding, expanding, and contracting family in the light of the 10 action areas. One session was held to discuss the action area reports, representatives attending the session of their own choice.

^{1/}"Working Papers" are available from Mrs. Clarice Pennock, Room 2803, 10 East Fortieth Street, New York 16, N. Y.

How to Use in Extension Programs:

- (1) To secure cooperation of all groups interested in family life, and their participation in the recognition and solution of common problems.
- (2) For annual conferences of extension workers to set up discussion groups with representatives from all fields of extension work rather than by special interest divisions.

C. Findings From the 10 Broad Action Areas and How Extension Might Use Them.

Dynamics of Family Interaction

(A family was defined as a group of two or more persons living together in a household)

Findings:

1. We need to recognize the family life cycle; that is, the founding, expanding and contracting family.
2. The family grows, develops, matures and ages, just as individuals do.
3. The family does not remain static. Relationships grow and develop with the changes in the family.
4. We need to recognize the clash between the old and the new in a changing culture and its effect upon relationships in the family.
5. Each individual must grow in his own way in the home atmosphere.
6. Factors conducive to growth are:
 - a. Happy parent-parent relationships are of first importance.
 - b. Self-acceptance (facing reality) is essential.
 - c. Children must achieve independence.
 - d. Parents grow with children socially and emotionally.
 - e. All family members should share work and pleasures, each according to his ability.

How to Use in Extension Programs:

Use by Extension to help families meet crises, to offset disintegrating forces and to help strengthen family life:

1. Consider the family as a whole when planning extension programs (the family approach).
2. The extension program should point up the day-to-day needs of individuals as expressed in the five subject-matter areas listed in the statement on "clarification of the family life program."
3. Use of farm and home planning--family sitting down together to work out farm and home plans. This should be encouraged by including in the farm and home planning work book a check sheet for use in establishing goals for the family.

4. Some type of extension program should be planned to assist in "Growing Old Successfully," including a feeling of worth, health, hobbies, recreation, and better personal understanding.

Home Management

Findings:

1. The report defines home management as a series of decision-making activities, constituting the process of using family resources to reach family goals. It is the major means by which families get what they want from the use of resources throughout the family cycles. Management in the home is a part of the fabric of the family living.
2. The activities of management are planning, controlling the plan while carrying it through and evaluating. Coordination is essential, to bring all the activities and findings of management into harmony. The family resources are both human and material.
3. The managerial responsibilities in family living that are present at all family stages but with changing importance, are those that have to do with:

Formulating and adjusting goals for the individual and the family.
Management of energy and activities within time available.
Management of money with its many ramifications and relationships.
Feeding the family for health and nutrition.
Clothing the family members satisfactorily.
Housing the family and equipping the home.
Planning the educational development and recreation.
Planning for member participation in community affairs--local, national, and world.

4. The report cites examples of the application of the management process to specific family situations. Questions for discussion such as: "How can the philosophy of home management be popularized? At present people tend to think it is a series of rules leading to stiff and inflexible schedules and forms instead of guiding principles to enable people to make their own choices and use resources to fuller advantage."
5. Managerial problems in the field of money and time are the problems on which the family is asking for the most help.
6. The entire report emphasizes the decisions made by family members individually or through the group-influenced family living. It points up thinking by family members as the essential means by which family goals are reached.

How to Use in Extension Programs:

1. As a basis for programs. The report contains new knowledge based on research and experience on how home management can make a greater contribution to better family living.
2. Farm and home planning. The newer knowledge and clarification of the managerial process can be used as means of correlating subject matter in food, clothing, housing, and house furnishings and will be especially useful in the farm and home planning work now being expanded in many States.
3. 4-H Club programs. The report gives ample subject matter to help boys and girls learn to use management as a tool. Since children's best opportunity to learn management is through family experiences, 4-H Club literature might be reviewed and revised to include more family management experiences.

Community Participation

Findings:

1. A community is a place where families or groups of families are so close that they form something of a unit.
2. There is a need to help local citizens become more aware of needs and opportunities to improve family life through community participation.
3. There is need to stimulate action at the local level.
4. General problems involving community action:
 - a. Housing.
 - b. Family-centered recreation.
5. Central problems involved in improving family living through community action.
 - a. Developing an effective relationship between the community and the family.
 - b. Sizing up the community, understanding its nature, and determining channels to work through.
 - c. Arousing the individual to a sense of his responsibility for doing something about family conditions in the community.
 - 1) Motivate through personal interest, religious motives, belief in democracy, sense of humanitarianism, willingness to work for recognition, belief that home may be protected through improved community.

- d. Checking up on living conditions in community and getting facts about services available and sources of information.
- e. Eliminating confusion and bringing about more coordination and cooperation in community action for better family living. Avoid overlapping and duplication of efforts. A citizens' council suggested as an effective means for developing an all-round program.
- f. Planning the physical community with a planning board.
- g. Getting help outside the community for the family life action program. The State citizens' council suggested as one means of developing a State-wide pattern.

How to Use in Extension Programs:

1. Family life specialists feel the need for counsel and advice from some form of State advisory committee. This committee should be made up of a cross section of all ages: young parents, teen-age group, older youth, older people, or representatives from all cycles of family life. This should be a type of committee for States that do not have a family life specialist.
2. One example of a State-wide committee on a small scale for one phase of a program is the "Massachusetts Adult Reading Program in Family Life." This plan was initiated and developed by a State committee with representation from:

State division of public libraries.
 State home economics association.
 State home demonstration council.
 State society for social hygiene.
 State home demonstration agents' association.
 State extension service (family life specialists).

Education

Findings:

Great strides have been made in education. All groups are getting more general education than ever before, and by their own volition. In 1947 more than one-half the Nation's population had finished the first year of high school. Along with these general trends education for family life has developed amazingly. It has extended through all kinds of clubs and organizations as well as in the schools. In this growth in family life education the Extension Service has had a tremendous part. Today there are 22 full-time State extension family life specialists.

There is a great variety of programs for giving young people training in the field of marriage and the family. The important thing about all such programs parent education and youth, is that they be worked out with the group and not superimposed on them.

Many of the conflicts in families today come out of the home-school relationships. The group on education recognized the prime importance of the family in meeting the child's basic needs.

One of the richest educational resources is in the home-school relationships. It is important that they understand and interrelate their aims and efforts. In working together parents and teachers will open up and keep open channels of communication between the home and school whereby each may better understand and appreciate the other.

Much of the confusion among parents and teachers grows out of the fact that there is a lack of understanding of their respective roles in the growth, development, and education of the child.

How to Use in Extension Programs:

Since the Extension Service is an educational agency, it is important that general and family life education findings be considered in planning and carrying out all extension programs.

Throughout the findings education is considered in its broadest aspects; whatever is said of home-school relationship is also true of the home-extension program relationship.

Economic Welfare

Findings:

1. Families in general are enjoying a higher level of living than they had before the war, though currently the higher cost of living is causing the family to sustain its level through borrowing and use of savings.
2. The employment of married women away from home has shown a steady increase.
3. There is inadequate job counseling for young people. The need for help along this line is as great in the farm and rural areas as it is in the cities.
4. Current problems of security of interest to rural families include employment and health and old-age insurance.
5. The welfare of the American family is inextricably bound up with the functioning of the American economy. If we fail to stabilize economic activity at its present high level, we run the risk of unemployment, lower production, reduced standards of living, and all the accompanying hazards to the security essential to healthy family life. If we succeed in stabilizing our economy, we can provide the economic setting in which family life can flourish.

How to Use in Extension Programs:

1. Program planning at all levels.
2. In agriculture and rural family living, outlook work to keep families informed of economic situations and changes.
3. Expansion of job counseling work with young people.
4. Aid rural people to understand legislation affecting unemployment, health, old-age insurance, and other legislation aimed at giving security to family life.

Counseling and Guidance

Findings:

The study and development of human relations is essential to the survival of mankind. To survive, people have to be able to live satisfyingly with themselves and with those about them.

It is in the family that we get our first experiences in living with others. The complexities in modern life have brought obvious changes in the functioning of its family. Responsibilities formerly handled within the family itself are now shared by community services.

Four such services geared specifically to the needs of individual family members are child guidance, marriage and family counseling, school counseling, and vocational counseling, which should include guidance for older people who may be in need of vocational readjustment.

Specialized training is required for all types of counseling, such as training in psychiatry, psychology, social work, and law. The certification of agencies and of individual counsellors is under consideration. Three national organizations are now formulating standards.

How to Use in Extension Programs:

1. Familiarity with available counselling services in the community.
2. Helping people to accept the desirability of the use of professional counseling services.
3. Assisting people toward the solution of simple problems.--Extension Bulletins. "Let's Talk It Over." By Lydia Lynde.

Findings:

There is need for the following community resources:

1. An adequate federally backed plan of social security.
2. Sound and effective locally administered public health and welfare services.
3. Well-organized voluntary services of good quality.
4. A program of family life education available to all families in the community to help individuals and families to recognize and to understand problems of adjustment in family life and to work more intelligently to achieve the goals of happy and positive family life.
5. Mental health services are not generally available. They are almost completely limited to urban centers. Often their need is not recognized.

There is need for more adequate training of personnel. This includes doctors, the court, the social workers, the clergyman, the teacher, and the supervisor in industry.

How to Use in Extension Programs:

1. Familiarity with available community resources.
2. Direction to such resources when the need is indicated.

Recreation and Family Life

Findings:

1. Recreation helps to strengthen family relationships by enriching the environment and content of family life.
2. Recreation helps to strengthen the family by providing opportunities for its members to develop and mature as individuals.

How to Use in Extension Programs:

1. Assisting communities to develop programs that will give parents the help they need in introducing more recreational activities into family life. Such activities should include games, hobbies, family camping, and the like, with attention to activities that all ages may enjoy.
2. Help parents to become better informed about existing recreational facilities outside the home.

3. Encourage parents to take an active interest in public recreational facilities through:

- a. Participation in carrying on programs, such as the relationship developed by the 4-H Club program and Scouts.
- b. Financial support, such as support of necessary tax increases, as well as contributing to community chest.
- c. Discrimination in regard to standards. Organizations such as the Motion Picture Council are helpful when they publicize commercial recreation of acceptable quality.

Health and Medical Care

Findings

How to Use in Extension Programs

1. A large proportion of the population lacks the diet needed for optimum health. More adequate nutrition education, including agricultural economics, soil conservation, fertilizers, distribution, and family income.
2. Application of science of nutrition lags far behind knowledge. Help people realize the importance of improving nutrition practices.
3. In order to obtain better medical care for families, we must reconcile the wide variation in income and spending habits among American families, the unpredictable character of illness and possibilities of prevention and control, and the heterogeneous aspirations and convictions of the medical profession. Birth rates are highest in rural areas: Good medical care and specialized technical pediatricians, as well as health personnel, are to be found largely in cities. Very low income farm families are in a position of being unable to have these services. Therefore, it is necessary to help people recognize for themselves the present limitations for optimum health.
4. Existing plans for prepaid medical care include medical indemnity plans by commercial insurance companies, doctor-sponsored medical indemnity plans, prepayment plans with group practices of physicians, and medical services provided by industry. In rural areas many of the opportunities to purchase are limited because of the unavailability of comprehensive plans for individuals or unorganized groups. Farm families are still not in a favorable position to purchase medical care, and because of their larger families and lower income, prepayment plans are many times unavailable. Therefore, it is necessary to help people study and evaluate existing plans according to their effectiveness in assuring optimum health.
5. Plans for medical care must guarantee complete coverage and high quality. Help people determine for themselves what kind of plan would give complete coverage and result in care of high quality.

6. Education in the biology of human production and preparation for marriage, including emotional development, physical fitness, and capability of begetting healthy offspring is the function of the home, the school, and adult education. Include education on interrelationships in founding, expanding, and contracting stages of family growth, with marriage guidance, sex education and geriatrics (medicine concerned with the aging group) as part of the entire program.
7. A large part of the proper care of pregnancy depends on social and economic factors rather than purely medical care. Help expectant parents recognize the importance of these factors as they contribute to happy family life.
8. A baby born in an area where medical services and hospital facilities are readily available and of high quality, has two, three, or even four times the chances for survival as a baby born in an isolated rural area, far removed from prompt and good medical care. The family life specialist should work with the entire Extension program in helping people recognize their needs and the importance of the economic factors in attaining optimum health for infants.
9. In the next 10 years, 5,000,000 children will be added to the elementary school population. Health and educational facilities will have to be expanded to meet their needs. It will require additional and more effective facilities such as: Well-child clinics, child guidance resources, special care for handicapped children, and family counselling service. The extension family life program should make a contribution to strengthen parent-teacher relationships and help both recognize for themselves their needs.
10. Uselessness is the major tragedy of old age. But it must be kept in mind that use encourages growth and retards decline; disuse leads to atrophy, and abuse is the forerunner of disease and accelerated depreciation. The family life program has a definite responsibility to help older people recognize their capacities for enjoying optimum health for a longer period of time and the contributions they can make to happy family life.
11. In 1947, 100,000 persons were killed and 10-1/2 million injured in accidents at a total cost estimated to be nearly 7 billion dollars. Responsibility for accident prevention is, in our society, divided in many ways. The extension family life program should take a definite responsibility to help people recognize their responsibility in accident prevention in all phases of family life, because a high percentage of accidents occur on the farm and in the farm home.

HOUSING ASPECTS OF FAMILY LIFE

Findings:

Despite the prewar and postwar additions of baths and other equipment, the Nation's total housing supply falls farther short of meeting even minimum needs than it did in 1940. Doubling up has increased sharply. It is now estimated at about 2.75 million; that is, it directly affects 5.5 million families. Many houses need a substantial amount of repairs and maintenance. The shortage has forced into use so-called houses that have been vacant for years. New construction runs to even smaller, skimpier units, and often the quality of materials and workmanship is poor.

How to Use in Extension Programs.

A broad family life program should direct attention toward a solution of the following questions:

1. What are the basic relations of housing and family life?
2. What are the essential housing facts, long-term and postwar, for those concerned with family life and welfare.
3. What are the crucial issues, problems, and potentialities of housing as one influence on family life?

This is one area in which farm and home planning programs should emphasize the importance of optimum housing as a factor in strengthening family life.

LEGAL ASPECTS OF FAMILY LIFE

Findings:

The family is created by marriage, and marriage is regulated by law. The family is protected against the outside world by law. Within the home the rights of the members of the family are ultimately determined by law. The marriage may be terminated by divorce, and divorce is regulated by law. Our divorce laws are thoroughly bad; they are universally condemned.

How to Use in Extension Programs.

Family life education programs should help to familiarize families with their rights and privileges under present laws. It might also direct their attention to desirable revisions of laws that would afford greater protection to family members.

Particular attention is directed toward the following points:

1. Prevention of unwise marriages through education such as marriage counselling should be encouraged.

2. Need for revision of present divorce laws to establish family courts that would provide for substitution of prevention rather than punishment as the basic premise.
3. Need for family (rather than juvenile) courts to handle problems of children and youth.
4. Need for legal aid that is available to all families regardless of income.
5. Laws governing property rights and descent of property with their implications for economic and emotional problems (conflicts) for family members.
6. Laws that affect adoption and guardianship of orphans and children of broken homes.
7. Education and labor laws that affect children.
8. Recommendation by the National Family Life Conference group on legal problems that a commission be established to study and recommend revisions in present marriage and divorce laws.

Clarification of the Purpose and Subject Matter of the Extension Family Life Program

The family life specialists suggest this statement to help clarify the meaning, the purpose, and the subject matter of the family life program.

The purpose of this project is to make available to rural people the results of research in the field of human development and human relationships, with such interpretations as will make it possible for them to use this knowledge in their daily lives. This research falls roughly into five fields.

1. Physical growth and development. This has to do with the processes of physical growth and their needs, plus environment control for maximum development.
2. Emotional growth. This is the study of basic needs for emotional well-being and mental health, and the use and control of environment to meet these needs.
3. Personality development. This involves the interaction between physical growth, emotional growth, and environmental experience.
4. Human relationships. This involves the interaction of personalities and the influence of environmental experience upon this interaction.
5. Marriage and family life. These are studied as specific illustrations of a close interaction of physical growth, emotional growth, and personality in specific human relationship patterns.

Program Development:

1. Traditional methods, such as lecture demonstrations and exhibits.
2. Exploring methods, such as radio listening groups, movies as discussion stimulators, psycho-drama or role playing; group dynamics; and group dramatization. This exploring is **needed to release** tension and to develop a feeling of well-being for or on the part of each member of the group.
3. The family life program should be adapted to all extension groups, men and women, including older youth and 4-H Club members.
4. Family life programs should be sponsored by all county extension agents, men and women.
5. Support of the district agents and administrative staff, men and women, is essential.

Group 2. Methods of Group Work.

A. Definition of the General Field of this Work Group.

This group interpreted the assignment to mean: Methods and technique of group teaching in the field of family life.

B. List of problems group members suggested as possibilities for group to work on: The problem of finding, developing or devising.

1. Methods of reaching people, especially mothers and fathers of young children, low economic groups, limited educational groups, and those not already reached.
2. Methods to use in States where there is no specialist in family life.
3. Methods of training Extension staff (State and county) to carry out Extension's responsibility in helping rural families on family life problems.
4. Methods of encouraging and reassuring agents in their family life work by helping them to increase their knowledge, skills, and techniques and make personal adjustments.
5. Methods of getting rural people to recognize county extension workers as able to give help in child guidance and family relationships.
6. Methods of interpreting and using available research.
7. Methods of creating awareness on the part of farm families of the effects of changing national and world economic and social trends on their family life.

C. Selection of a problem.

After discussing this list of problems, and realizing the time limitations, the group decided to work first on problem No. 3:

Methods of training Extension staff (State and county) to carry out Extension's responsibility in helping rural families on family life problems.

D. Suggested methods of helping Extension staff (State and county) to carry out Extension's responsibility in helping rural families on family life problems.

1. Training schools, institutes, district meetings for in-service training of county personnel in subject matter and methods; organization and previewing of teaching material, such as outlines, lessons, bulletins, reading lists, and movies.
2. Time for individual conferences, staff and others.
3. Use of annual extension conference for training county and State workers, and allowing time for individual conferences.
4. Meetings in the county conducted by specialists as a demonstration for county workers.
5. Providing background materials for program planning meetings.
6. Summer session or short courses in parent education on college campuses for extension personnel.
7. Scholarships for extension workers for summer training in the field of family life.
8. Use of camps and leadership conference for training county workers.
9. Use of recommended reading lists for creating interest and giving help on family life problems.

At this point we had some time remaining and decided to work on a second problem. We chose Problem No. 1: Methods of reaching people, especially mothers and fathers of young children, low economic groups, limited educational groups, and those not already reached.

Suggestions:

1. Follow-up on State basis of National Conference on Family Life.
2. Cooperation with other organizations in regional follow-up conferences.
3. Use of recommended reading lists for creating interest and giving help on family life problems.

4. Use of camps and leadership conferences:

- a. For creating an interest in and desire for help in child guidance and family relationships.
 - b. For creating an awareness of the potential richness of the rural environment.
5. Convincing the "natural leaders" in the community of the importance of family life work.
 6. Using community leaders to publicize and create interest.
 7. Preparation of materials for home agents to use for radio programs and simple outline suggestions.
 8. Use of local people in radio programs.
 9. Publicizing radio programs dealing with family life and using them as a basis for discussion and study.
 10. Calling attention to current movies dealing with family life and using them as a basis for discussion and study.
 11. Tours to homes, play groups, nursery schools, libraries, and other community facilities and projects.
 12. Conducting discussion meetings with the use of such helpful devices as general discussion, panels, symposium, check sheets, case study, dramatization, charts, posters, flash cards, and other visual aids, six-six huddle discussions, discussion using resource people planted in the group.
 13. Exhibits, caravans, and trains showing good practices. Children's clothing, child's room, books, play equipment, and so on.
 14. Bulletins and other written materials for creating a favorable attitude, giving information, and encouraging action.
 15. Surveys to indicate interest and needs as basis for program planning.

We have found that the use of the observer and check sheet made us more conscious of what we were doing in the group meetings. It helped us:

1. To keep on the subject.
2. To get participation and contributions from all members.
3. To keep us from talking too much.
4. To respect the other group members' rights to discussion.

The use of the leader, the recorder, and the observer might be further experimented with in other professional groups. Our group was small. These persons were the only family life specialists in the group. Their duties slowed down the discussion. Their use would probably be much better in a larger group, or, if the observer, recorder, and leader were not family life specialists, they would be satisfactory in a group as small as ours.

Group 3. Evaluation--Measuring and Reporting Results.

A. Introduction.

In exploring the topic, Evaluation--Measuring and Reporting Results, a brief survey was made of the instruments now used by some of the States as represented by members of the group and by data from annual reports. It was found that several types of tools were used.

1. Formal studies and scales of attitudes and interests.
2. Informal checks.
 - a. Forms requiring a numerical and narrative report of the meetings.
 - b. Observation and case studies.
 - c. Requests for help and other statements from people.
 - d. Record books and forms from other departments that can be re-evaluated in terms of family living.
 - e. Result demonstrations, such as participation in discussion and report of books read.
 - f. Use of services other than those offered by extension.

This discussion led us to definition of the terms so that the subject could be approached more analytically.

To measure is to determine the size or quantity, regardless of the objectives. A numerical report is a measure.

To evaluate is to compare the progress made with the objectives set. This is in terms of what was done and with whom work was carried out.

The next step was to select an area for evaluation. The topic of leader-training was chosen because it was common in all programs. In a leader-training program there are four parts: Preparation of the leader, teaching of subject matter, teaching the leader how to teach, and teaching the leader how to report. From these four, one part was selected: "Preparation of the Leader."

B. Preparation of the Leader.

Column 1 - Objectives (What we tried to teach).

1. Appreciation of the worth of the individual.
2. Understanding individual differences with the appreciation of the contributions of members of the group.
3. Helping others to help themselves.
4. Appreciation of family life work.
5. Understanding that the results of family life work take time.
6. Understanding the limits of family life work.

Column 2 - What is Expected of a Leader in the Community (as a result of the teaching).

1. How she handles the meeting.
 - a. Introducing group members. (names are important).
 - b. Preparing early comers by singing, use of cartoons, and so forth, relating to family life.
 - c. Arrangement of the room for comfort, and seeing and hearing of others.
 - d. Establishing receptive attitude.
 - e. Explaining the role of leader.
 - f. Explaining the role of group member.
2. How the leader handles the introduction of the topic.
 - a. Doesn't apologize.
 - b. Prepares for success and confidently expects it.
 - c. Doesn't let pauses alarm her.
 - d. Draws in members of group early (in first 10 minutes).
 - e. In giving subject matter, sharing and summarizing are important.
3. The deciding of what to do about it--either group or individual.
4. Planning for reporting action to the leader. This depends on the topic. Learning to watch for signs of interest at social time after meeting, while getting wraps, and so forth.

Column 3 - Evidences of Success of Leader in Making Progress Toward Objectives.

1. The leader uses the contribution of the group to further group action by:
 - a. Attitude.
 - b. Listening.
 - c. Contribution.
2. Members contribute and listen to each other.
3. Members want to come back.
4. Provides information to serve as a basis for the participants to make own decisions.
 - a. Does not give "recipe" in answer to direct questions.
5. Leader keeps group to the subject.

Column 4 - Collection of Evidence.

1. Through reports by the leaders themselves.

(This is just one of the ways to collect evidence, and the only one worked on in this work session)

See next two pages for example of device for collecting evidence through a leader's report.)

AN EVALUATION DEVICE

1. How many women attended the meeting? Number _____
2. Were members of the group informed as to what the meeting was to be about ahead of time?

All of them	<input type="checkbox"/>	Few of them	<input type="checkbox"/>
Some of them	<input type="checkbox"/>	None of them	<input type="checkbox"/>
3. Could all members of the group see each other? Yes ☐ No ☐
4. Could all members of the group hear each other? Yes ☐ No ☐
5. Were all new members of the group introduced at the beginning of the meeting?

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
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6. What was done to gain attention of the members of the group?

[illegible]

7. How long did the family life discussion last? Hours Minutes

8. Was this enough time? Yes ☒ No ☐

9. How many women took part in the discussion? Number _____

10. Please list some of the ideas brought out by the leader? (Record below).

11. Was there discussion of this idea? (For each idea, enter yes or no in the column provided).

Ideas Brought Out	Discussion of Idea
1. _____ _____	_____
2. _____ _____	_____
3. _____ _____	_____
4. _____ _____	_____
5. _____ _____	_____

12. Please list some of the ideas brought out by the women? (Record below.)

13. Was there discussion of this idea? (For each idea, enter yes or no in the column provided)

	<u>Ideas Brought Out</u>	<u>Discussion of Idea</u>
1.		

2. _____

3. _____

4. _____

14. Were the most important ideas brought out again at the end of the meeting?

Yes ☐No ☐Group 4. Visual Aids.

The Visual Aids Section had such an informative meeting and such a magnitude of discussion that its suggestions and findings can be presented only in outline form.

Values:

Because the values of visual aids more nearly approach those of real experience than words, either written or verbal, the use of visual aids should be encouraged.

Objective:

Visual aids should be aimed at better preparing groups under leadership, for free discussion.

Visual aids should lean more heavily on the positive approach rather than constantly harp on remedial measures necessary for the salvation of the family. However, contrast of presentation may emphasize the positive.

Visual aids should cover the basic human need--feelings, sex, responsibility, physical growth, and so on.

Form:

Movies (black and white, color)
Slides and slidefilms (black and white, color)
Still photographs
Posters, window displays, and exhibit flips and flops
Flannelgraphs

Well-illustrated written material (circular letters and bulletins)
Picture stories for magazines
Mat services to counties
Models
Blackboards
Charts and graphs

Hints on Execution and Use of Visual Aids:

1. Specialist and visual aids specialists should come to common understanding of the basic ideas to be conveyed irrespective of the tools or means employed. Such a procedure results in fundamentally sound results.
2. Schedule execution of visual aids in advance, to assure polished finished results for hurried, slipshod, incorrectly interpreted product.
3. Motivating occurrence should be written immediately--don't depend on memory.
4. Plan a repetitive plan of approach to problem (same picture in slides, exhibits, flash cards, and so on).
5. A physical "take-away" (such as a leaflet), to supplement visual aids helps fix ideas with more likelihood of action.
6. Visual aids to simplify and clarify complex situation ("Tater Family" illustrated by Mrs. Johnson of Texas).
7. If sound track or local customs in a film are likely to be objectionable to prospective audience:
 - a. Turn sound track off and narrate.
 - b. Fully prepare audience for ideas not form.

Problem:

1. Projection of material.

Answer: Get local older youth interested and pay small fee.

2. Lack of knowledge on how to make use of visual aids.

Suggestion: Make sets of slides to inform specialists, both visual aids and family life.

3. Flexibility or inflexibility of story presents problems.

Suggestion: Allow form of visual aid subject to change at local level.

4. Confusion of ideas a frequent stumbling block.

Sources of Value

George Pace--Sources of exhibit material.

Magazines: Display World

Signs of the Times

Projectionist's Handbook

Mrs. Anthony--Source of film in field.

Recommendations

Visual aids committee to continue so that constant exchange of ideas (forms, method, and so on) may be made with all States.

Group 5. 4-H and Older Youth.

I. Scope of the report.

This report is prepared to help the family life specialist and other extension persons make family life an integral part of the 4-H and older youth programs.

What are the obstacles to developing and carrying through such a program? In general terms some of these may be expressed as follows:

1. Lack of understanding of the contributions that the family life specialist can make.
2. Difficulty of fitting family life programs into the already established 4-H procedure.
3. Our failure to recognize the ideal opportunity to influence all members of the family through 4-H and older youth programs.
4. Inadequate time and inadequate number of specialists to help develop a well-rounded family life program for 4-H and older youth.
5. Lack of adequate knowledge concerning ways of developing programs that will meet the needs of youth of various age levels.
6. Difficulty in developing programs within a given club because of the diversity of age, interests, and backgrounds.
7. Lack of courage to develop comprehensive programs of guidance for youth.
8. The difficulty of developing programs that fit in with the specific contemporary interests of young people rather than in general terms.
9. The general tendency to underestimate the abilities of young people.

II. Objectives.

1. Help local leaders, parents, and agents understand the basic needs of youth of different age levels.
2. Help local leaders, parents, and agents develop programs that fill or satisfy these needs.
 - a. Make available to leaders techniques that enable them to help.

3. Help all members of the family understand their individual roles, opportunities, and responsibilities, and their places in well-rounded family life.
4. To cut across all lines of subject matter, to see to it that relationships are strengthened within the framework of established 4-H activities.
5. Work with other specialists to understand the nature and needs of the child in 4-H and older youth work. Two-way process:
 - a. Bring about understanding.
 - b. Coordinate efforts.
 - c. Develop coordinated programs.
6. To develop a terminology that will appeal to the youth.
7. Specialists have a responsibility for training county extension workers to develop the possibilities for family life in each project of every program for 4-H and youth.
8. To make the constructive influence of family life work felt in all extension projects.
9. Family life emphasis to be made in work with both boys and girls.

III. Some suggested methods and procedures for developing family life programs in 4-H and Older Youth groups.

- A. Strengthening the county extension worker for building the family life program. Family life specialists can help county agents, men and women, to:
 1. Understand fundamental needs of young people at different age levels.
 2. Assist groups in developing programs based on these needs.
 3. Establish relationships with parents of club members that will strengthen the youth programs.
 4. Recognize the effect of all such programs on the family.
 5. Supplement projects now carried and develop others so that they make a significant contribution to family living.
 6. Recognize the opportunity that 4-H Clubs and older youth groups provide for teaching and putting into practice the fundamental principles of democracy.
 7. Recognize that the club member himself is more important than his project, and set up awards and recognition to that end.

8. Become aware of other agencies within the county that can contribute to family life programs with youth and work out plans for cooperative action.
9. Help them to interpret and make use of the results of studies and research within the field of more effective youth programs.

This help may be given through:

1. Discussion groups for county agents.
 2. Conferences with individual agents.
 3. Helping the agents to analyze the youth program in the county and to make needed adjustments.
 4. Preparation of aids such as:
 - a. Material for discussion groups.
 - b. Visual aids, charts, slides, and the like.
 - c. Leaflets and bulletins.
 - d. Circular letters.
 5. Assistance with special events such as:
 - a. Parent group discussions
 - b. Leader training meetings.
 - c. 4-H Counselling.
 - d. Achievement day programs.
 6. Recommended reading lists.
- B. Suggested ways of developing programs to meet the needs of 4-H and older youth.
1. Training young people to lead group and panel discussions.
 2. Providing reliable and sound information wherever and however possible.
 3. Promoting and cooperating in State, regional, or county conferences for young people that will bring family life information to young people.
 4. Cooperating with other agencies working in this area.
 5. Sponsoring meetings for young men and women, whether members of extension groups or not, on family life topics.

6. Developing and sustaining interest on the part of administrative personnel in the work of family life.
7. Sending a letter to parents whose boys and girls join the club, suggesting the purposes of the 4-H Club work and how they as parents can help their children.
8. Encouraging parent-child activities, such as picnics, tours, and banquets.
9. Understanding that the specialist is not essential for a good group discussion.
10. Developing program aids of various kinds, such as:
 - a. Service letters.
 - b. Correspondence courses.
 - c. Discussion outlines.
 - d. Farm and home demonstrations.
 - e. Audiovisual aids.
 - (1) Bulletins and books
 - (2) Bibliographies
 - (3) Loan libraries
 - (4) Skits
11. Role playing.
12. Working with specialists in other subject-matter fields toward a coordinated approach.

In developing the program with older youth, certain special interests should be recognized. Of interest in this connection are findings of the American Youth Commission. In summarizing its 5 years of work from 1942 to 1948, the Commission gave as one of the five expressed needs of older rural youth the following:

"Help with reference to problems of home and family living interpreted both in terms of marriage and founding a home, and in terms of relations with parents."*

There is considerable evidence that young people are still vitally concerned with the area of family living and personal relationships. The following are quotations taken from reports of program planning meetings of older youth, showing in their own words, the importance they attach to the subject matter in the field: These are some of the areas in which young people expressed a desire for help: (Edmund deS Brunner: Some Tested Principles of Older Rural Youth Work).

Understanding ourselves and other people.

Making helpful contacts.

Understanding our responsibilities to friends, families, communities, and country.

Dating, courtship, and marriage.

Have the chance to ask questions and know the answers are reliable.

Have the opportunity to prove we as young people can assume responsibility.

Getting along with others.

Mutual understanding within the family.

Understanding personal problems.*

The family life specialist who operates in a healthy relationship with all extension programs and personally serves as a leavening agent and a balance wheel to stabilize and maximize the constructive influences of education and research in the lives of rural people.

VI. FIELD TRIP. BELTSVILLE--GREENBELT

Beltsville.

A trip by special bus from the South Agricultural building took the group to the interesting Log Cabin Cafeteria on the Beltsville grounds for lunch. After lunch the group went to the Central Building, used by the Bureau of Human Nutrition and Home Economics for its research. Miss O'Brien, Assistant Chief of the Bureau, greeted the group and outlined the tour to the new step-saving kitchen, the school-lunch laboratory, and the clothing design and selection laboratory.

The recently developed step-saving U-kitchen, designed by Miss Lenore E. Sater, Head of the Housing and Household Equipment Division, was of much interest in the way it had been worked out to save steps, stooping, and reaching, and to meet changing family needs.

In the school-lunch laboratory, products were seen and explanation was given of how the laboratory was used to develop a school-lunch pattern. The development of school-lunch recipes that will save materials, time, and effort, and have a high nutritive value, was in process.

In the clothing laboratory the group saw results of research work that can be used to overcome irritations caused by poor design and poor selection of clothing for both children and adults.

Greenbelt.

After leaving Beltsville, the busload of members from the Extension Conference on Family Life went on to see the Greenbelt Government Housing and Cooperative Community Organization. Greenbelt was established in 1935, during the depression, for families with moderate incomes (\$1,500 to \$2,400) in relation to the size of the family. It was to be at the same time a demonstration in town planning and an opportunity to give employment to many who needed jobs. It was built by the United States Government at a cost of \$13,000,000, and is still so owned, with the prospect, however, that it will soon be sold--perhaps partly to the present occupants. To that end a mutual Home Owners' Association has already been formed in the community.

*Brunner, Edmund deS, Some Tested Principles of Older Rural Youth Work (taken from reports of Program Planning Workshop with Older Youth in New York State, February 7-14, 1948).

The town of Greenbelt is built in the shape of a huge horseshoe, surrounded on the outside by a belt of grass-covered and wooded land, from which it gets its name of "Greenbelt." The houses and apartments are along the outer rim of the horseshoe, and the stores, schools, recreation centers, and other buildings are within the center. The buildings are of brick or concrete, along with some frame ones of the same design added during the war. All are painted white with some little color trim. With the number of large trees in the town, the choice of color seems especially good.

Each of the 885 home units has its hedge-surrounded lawn. There are no streets in front of any of them--only concrete walks between front hedge-rows of the facing homes. The streets run behind the houses, where in other towns would be the alleys. Walks and roadways are never together, nor do they anywhere cross each other on the same level. This is an ideal plan for the safety of children and the peace of mind of mothers. In fact for all the townspeople.

Since all the houses and apartments are occupied, we did not see the inside of any of them. The outsides spoke well for themselves.

There are seventeen miniature "parks" throughout the town, for the younger children, especially; and a teen-age recreation center financed for the most part by the teen-agers themselves.

A full-time recreational program is carried on for all residents--archery, tennis, swimming, and many other sports--without cost to the patrons.

If as many as 15 adults want instruction in any one subject, a teacher will be provided.

The town is incorporated with a mayor and other usual town officials. All stores, movies, gasoline stations--in fact, every business establishment except the bank, is a cooperative. There are: a library, a community church (other churches are about to be built), a public health doctor and nurse, and a health association, which is a kind of prepaid medical service. Five physicians are connected with it. Several private physicians also practice in Greenbelt.

Seven different garden areas make it possible for anyone who wishes to have his own garden to do so.

The community of Greenbelt made one feel that for the 4,000 or more people living there the moderate family income, which enabled them to become residents, was a blessing to their families rather than a handicap.

VII. THE EXHIBIT

The State specialists brought complete sets of discussion outlines, and illustrative materials, arranged in the order of use. There were several sets of colored slides and a film strip. A viewer and a projector were available in the exhibit room for examining these. Mrs. Cowing had rated several bulletins on readability. These and her charts explaining the readability tests were a part of the exhibit. Some blow-up of photographs showed how

these could be used as illustrative material. Mrs. Larson displayed her steps to good family relationships. The exhibit led to many questions and discussions among the conference members.

VIII. CONFERENCE EVALUATION. Gladys Gallup.

An important part of the conference plan was to use the conference as a laboratory in which the group watched the processes of group action and interaction. In each group one person served as an observer who for two short periods of each work session checked the sheet "Report on Group Process" and before the end of the period discussed the observers' reactions and the reactions of the group on progress made. Thus, each day, individual and group progress was measured as a basis for the next group meeting.

The day before the conference closed each specialist filled out and turned in the "End-of-Meeting Suggestion Sheet." Miss Collings summarized these, and Dr. Gallup discussed the answers to the questions, which brought out the strong points and weak points of the conference and suggestions for improvement in future conferences. The group considered that the time was too short for real evaluation and asked to be given another opportunity to fill in the "End-of-Meeting Suggestion Sheet" in September. This will be part of the follow-up of the conference. The replies will again be tabulated and the summary sent to the conference members. In the Federal office it will provide guidance in planning similar work conferences.

Mrs. Lynde's final comment was that the real value of the conference experience lies in what it has done to us as individuals, but that regardless of how we may feel about the group dynamics part of the experience, we have given a splendid demonstration of what it is. The group action and interaction does not end here. The sharing of ideas will go on in our various States and the counties in those States.

Tabulation of Questionnaires filled out by Workshop participants on Friday afternoon, May 14:

	No. Persons Answering
1. <u>Question:</u> How do you feel about this Family Life Conference?	
<u>Answers:</u> Number answering: Mediocre 1; all right 1; good 14; excellent 8; no answer 1.	
2. <u>Question:</u> What were the strong points?	
<u>Answers:</u> Opportunity for work group discussions.	9
Demonstration of methods and techniques	8
Meeting with members of Washington staff (specially men)	8
Meeting with (sharing) specialists from other States.	7
Participation by all.	6
Some excellent speakers (recognized authorities).	6
Good organization and planning.	5
Freedom to express views.	4
Fine spirit of friendliness	3
Exhibit materials and aids ("Tater" family)	3
Problems considered	2
Opportunity to clarify our functions as specialists	2
Discussions largely from Extension specialists.	2

	No. persons answering
Beltville and Greenbelt trip.	1
Woodward's contribution	1

3. Question: What were the weak points?

<u>Answers:</u> Not enough time for specialists to exchange experi- ences and ideas.	11
Too crowded program	10
Long hours.	3
Too short work sessions	2
Not enough time for newer methods	2
Lack of time for examination of exhibits.	2
Some speakers had little to contribute.	2
Too much dependence on Washington staff	1
We were sold a bill of goods on this group dynamics business	1
Vague and varied concept of place of family life work in Extension	1
Inadequate vision of our opportunities as family life specialists.	1
Too many preplanned and predetermined meetings.	1
Not enough time for Extension philosophy.	1
Too sudden change between conference topics	1
Uninitiated not always clear about what objectives of sessions were.	1
Lack of inspiration and encouragement	1
Not enough time to meet each other.	1
Needed to formulate in writing a statement of what a family life program is	1

4. Question: What improvements would you suggest in the further operations of
this conference or the next Family Life Conference?

<u>Answers:</u> More time for specialists to meet informally by them- selves to discuss problems and exchange ideas.	7
More time for specialists to demonstrate their methods	6
Not quite such a full program	4
Some "free" time.	3
Have group work in the morning.	2
Committee of specialists help plan program.	2
Larger exhibits of visual aids.	2
Committee groups know their assignments before coming	2
More time to examine exhibits	1
Better discussion methods	1
Have materials available ahead of time	1
More time with agricultural people.	1
Give a chance for a second evaluation one month hence	1
Stronger leadership in concept of the job of planning our program and its place in the Extension family.	1
Longer conference	1

END-OF-MEETING SUGGESTION SLIP

Do not sign your name.

What do you think of this Family Life Conference? Please be frank.

Your comments can contribute a great deal both to the improvement of this conference and the profession.

We plan to pool all of the suggestions, summarize them and present them to you.

1. How do you feel about this Family Life Conference? (Check):

No good___; Mediocre___; All right___; Good___; Excellent___.

2. What are the strong points? _____

3. What are the weak points? _____

4. What improvements would you suggest in the further operations of this conference or the next Family Life Conference?

IX. LIST OF EXTENSION WORKERS ATTENDING FAMILY LIFE CONFERENCE

Extension Specialists in Family Life:

- Miss Elta Majors, Extension Specialist in Child Care and Family Life, Alabama Polytechnic Institute, Auburn, Ala.
- Miss Fay Moeller, Extension Family Life Specialist, University of Connecticut, Storrs, Conn.
- Miss Martha McAlpine, Extension Specialist, Child Development and Family Life, Georgia State College of Agriculture, Athens, Ga.
- Mrs. Alma H. Jones, Extension Specialist in Child Development and Family Relationships, Iowa State College, Ames, Ia.
- Mrs. N. May Larson, Extension Specialist in Child Development and Family Life, University of Massachusetts, Amherst, Mass.
- Mrs. Lennah K. Backus, Extension Specialist in Child Development and Parent Education, Michigan State College, East Lansing, Mich.
- Dr. Margaret Wylie, Extension Specialist, Department of Child Development and Family Relationships, New York State College of Home Economics, Cornell University, Ithaca, N. Y.
- Miss Edyth Barry, Extension Specialist, Department of Child Development and Family Relationships, New York State College of Home Economics, Cornell University, Ithaca, N. Y.
- Mr. Edward Pope, County Agent at Large, Department of Child Development and Family Relationships, New York State College of Home Economics, Cornell University, Ithaca, N. Y.
- Mrs. Virginia S. Swain, Extension Specialist in Family Relations, State College Station, Raleigh, N. C.
- Miss Lucile Pepoon, Extension Specialist in Child Development and Family Life, College of Agriculture, Ohio State University, Columbus, Ohio.
- Mrs. Leta T. Moore, Extension Specialist in Family Life, Oklahoma A. & M. College, Stillwater, Okla.
- Miss Marguerite F. Little, Child Development and Family Life Extension Specialist, Pennsylvania State College, State College, Penn.
- Miss Amy Wold, Extension Child Development and Family Life Specialist, South Dakota State College of Agriculture, Brookings, S. D.
- Mrs. Eloise T. Johnson, Extension Specialist in Family Life Education, A. & M. College of Texas, College Station, Tex.
- Miss Mildred Dorr, Extension Specialist in Child Development and Family Relationships, P. O. Box 2053, 438 University Farm Place, Madison, Wis.

Other Extension Persons Attending Conferences:

- Miss Gertrude Holloway, State Home Demonstration Leader, University of Delaware, Newark, Del.
- Miss Florence Imlay, Extension Specialist in Food and Nutrition, College of Agriculture, Lexington, Ky.
- Miss Marjorie Downs, Assistant State Home Demonstration Leader, State College of Agriculture, Bozeman, Mont.
- Miss Dolores Morales Diaz, District Supervisor of the Agricultural Extension Service, University of Puerto Rico, Rio Piedras, P. R.
- Miss Elizabeth F. Moreland, Extension Specialist in Community Service, College of Agriculture, Knoxville, Tenn.
- Miss Helen Ricks, District Agent, Extension Service, Virginia Polytechnic Institute, Blacksburg, Va.
- Miss Anna Boggs, Assistant State Home Demonstration Leader, College of Agriculture, Morgantown, W. Va.

